
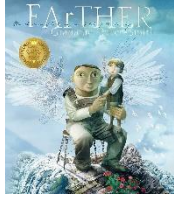


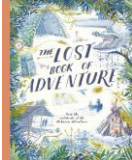
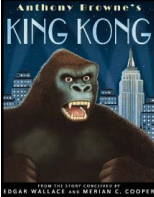




Ready,
Respectful,
Safe

Writing Overview – Year 5

Cathcart Street Primary School 2024-2025

| | | Autumn | | Spring | | Summer | |
|----------------------------|------------------|---|--|--|---|--|--|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Ready, Steady, Write | | Unit A: When we Walked on the Moon  | Unit B: FArTHER  | Unit C: The Hound of the Baskervilles  | Unit D: The Promise  | Unit E: The Lost Book of Adventure  | Unit F: King Kong  |
| | Writing Purposes | <ul style="list-style-type: none"> ● Narrative: Exploration Narrative ● Purpose: To narrate ● Recount: Formal Report ● Purpose: To recount | <ul style="list-style-type: none"> ● Narrative: Setting Narrative ● Purpose: To narrate ● Recount: Letter ● Purpose: To recount | <ul style="list-style-type: none"> ● Narrative: Cliff hanger Narrative ● Purpose: To narrate ● Recount: Formal Event Report ● Purpose: To inform | <ul style="list-style-type: none"> ● Narrative: Character Narrative ● Purpose: To narrate ● Instructions: Newspaper ● Report Purpose: To recount | <ul style="list-style-type: none"> ● Narrative: Survival Narrative ● Purpose: To narrate ● Explanation: Survival Guide ● Purpose: To explain | <ul style="list-style-type: none"> ● Narrative: Dilemma Narrative ● Purpose: To narrate ● Discussion: Balanced Argument ● Purpose: To discuss |
| Grammar | Word | Build on previous year & focus on: <ul style="list-style-type: none"> ● The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone | Build on previous units & focus on: <ul style="list-style-type: none"> ● The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone | Build on previous units & focus on: <ul style="list-style-type: none"> ● The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone | Build on previous units & focus on: <ul style="list-style-type: none"> ● Verb prefixes re, over, dis ● The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone | Build on previous units & focus on: <ul style="list-style-type: none"> ● Use a thesaurus with confidence Verb prefixes mis, over and de ● Transforming nouns and adjectives into verbs | Build on previous units & focus on: <ul style="list-style-type: none"> ● The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone |

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|--|--|--|---|--|--|---|---|
| S e n t e n c e | <ul style="list-style-type: none"> ●Build on previous year & focus on: ●Indicate degrees of possibility using modal verbs ●Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form | <ul style="list-style-type: none"> ●Build on previous units & focus on: ●Indicate degrees of possibility using modal verbs | <ul style="list-style-type: none"> ●Build on previous units & focus on: ●Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun ●Use commas to clarify meaning and avoid ambiguity ●Semi-colons to separate the boundary between independent clauses | <ul style="list-style-type: none"> ●Build on previous units & focus on: ●Indicate degrees of possibility using modal verbs and adverbs | <ul style="list-style-type: none"> ●Build on previous units & focus on: ●Indicate degrees of possibility using adverbs. ●Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form | <ul style="list-style-type: none"> ●Build on previous units & focus on: ●Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun ●Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form | |
| | T e x t | <p>Build on previous year & focus on:</p> <ul style="list-style-type: none"> ●Linking ideas across paragraphs, using adverbials | <p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> ●Linking ideas across paragraphs, using adverbials | <p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> ●Linking ideas across paragraphs, using adverbials | <p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> ●Linking ideas across paragraphs, using adverbials | <p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> ●Linking ideas across paragraphs, using adverbials | <p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> ●Linking ideas across paragraphs, using adverbials ●Use a range of devices to build cohesion, eg conjunctions |
| | | P u n c t u a t i o n | <p>Build on previous year & focus on:</p> <ul style="list-style-type: none"> ●Dashes to mark boundaries between independent clauses | <p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> ●Commas for parenthesis ●Dashes to mark boundaries between independent clauses | <p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> ●Use hyphens to avoid ambiguity ●Semi-colons to mark boundaries between independent clauses ●Colons and bullet points | <p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> ●Use hyphens to avoid ambiguity | <p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> ●Semi-colons to mark boundaries between independent clauses of equal weighting ●Use hyphens to avoid ambiguity ●Commas for clarity |

Terminology for Pupils

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity